



Kentucky Literacy Link

A Publication of the Kentucky Department of Education (KDE)

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Editorial

Though I (like many people) tend to shy away from the idea of making resolutions to ring in the new year, I can't help but recognize that this is a good time for reflection. The very idea of entering a year that sounds as futuristic as 2013 makes me think of how far I've come personally and, additionally, how far we have come as educators. I hope you'll indulge me a few minutes of reflection on where we've been and where we are headed.

I think 2013 is my year. Since I've always been as contrary as I am now, 13 has been my favorite number since someone told a young me that the number is unlucky. (Similarly, I derived great enjoyment from splitting poles, I purposely walked under ladders, and I chose black when I got a free kitten.) This long-awaited year finds me in a job I love, pursuing my Ph.D. and planning my wedding.

I think 2013 will be a great year

for Kentucky as well. I cannot help but be struck by how impressive education in Kentucky has become. Not long ago when I was in high school, I remember learning that Kentucky was ranked 47th out of 50 in the United States in education. I'd had a great school experience and was already thinking of a teaching career, so I was appalled at my findings. I remember thinking that was exactly why I was going into education – to effect the kind of change that would move us forward.

I obviously was not the only teacher with that mindset. A mere 10 years later, Kentucky is now considered a leader in education. In 2012 we jumped 20 spots from 34th to 14th in *Education Week's* annual rankings of all states on key education indicators. The entire country has watched attentively as we developed innovative methods for implementing the Common Core State Standards (CCSS)

through our leadership networks and our work with partners such as the Bill and Melinda Gates Foundation. We garnered national attention for our attention to teacher working conditions through the Teaching, Empowering, Leading and Learning (TELL) survey. We became the first state to assess the CCSS and found that slightly more than 47 percent of the state's public high school students were prepared for college and/or careers – a 9 percentage point increase from the 2010-11 school year.

Kentucky is a national model of educational success, and it is due to the hard work that you are doing for kids each and every day.

As we continue to excel in 2013, I wish you peace, prosperity and progress. Happy New Year!

MK Hardaway is a KDE literacy consultant and the editor of this publication. Contact her at ky.hardaway@education.ky.gov.

KDE Updates

Program Review Documents

In response to requests from schools and districts, two new documents have been posted to the KDE Program Reviews [Web page](#):

- A Word document, with three expanding text boxes (Evidence, Rationale and Next Steps) can be used as a working document prior to entering information into ASSIST
- A reconciliation document

that will help schools connect data from the 2011-12 diagnostic tool to the 2012-13 diagnostic tool. It shows the current demonstrators and characteristics in relation to the 2011-12 demonstrators and characteristics.

These documents should prove helpful to schools with completing Program Reviews

Update on Science Standards

Achieve has announced that the second and final public draft of the Next Generation Science Standards (NGSS) will be released during the first week in January. Achieve encourages all interested parties to review the draft when it is released and provide feedback. The NGSS will be completed in March 2013.

To read the announcement, go to www.nextgenscience.org.

Engaging Families: Emphasizing the Role of Parents and Caregivers



Making parents feel a welcome part of the educational process is essential to promoting involvement. As parents construct their beliefs about their roles, one of the largest factors in their decision to be involved in their children's education is their perceptions of being specifically invited to participate. This may be especially true for low-income parents. Policies and practices that create an atmosphere of acceptance such as an "open-door" policy, transportation assistance and flexible scheduling can counteract barriers to involvement and offset negative feelings parents may have toward schools based on their past experiences. Another way to create a welcoming atmosphere is through personal contact such as friendly phone calls and individual notes, rather than traditional one-way communication like newsletters. Parents seem to appreciate communication from teachers that is "good news" – not about a behavior issue or problem with their child.

Educators must stress to parents the importance of their role. Parents, perhaps in response to what they see valued in education, often attempt to take on the role of teacher and

emulate school practices rather than recognizing that the daily literacy practices in which they engage are valuable. There is no indication, however, that parents of students without reading difficulties regularly participate in such school-like teaching. Instead, in the families of successful readers across cultures and socioeconomic statuses, literacy activities are not "add-ons" but evolve as part of everyday life. Some families even avoid traditional teaching practices in the home to spare their children related negative experiences the parents themselves encountered in schooling.

Unfortunately, this approach is encouraged by many family literacy programs, which too often espouse a "transmission of school practices" model in which parents are trained to duplicate various school activities – such as phonics practice, worksheets, basic skill games etc. – in the home. In appreciating the foundational skills that diverse parents provide their children, teachers must communicate that conversations, discussions at dinner and in the car, and oral storytelling – not just reading with children – are key practices in building language proficiency.

As with teachers and parents, the learning between parents and students isn't a one-way relationship; rather, students make significant gains when they read to and explain information to their parents. Moreover, parents and educators must recognize the importance of the physical and emotional support that parents provide, such as providing space for children to do homework, sitting with them as they work and encouraging and rewarding their work habits.

As Auerbach (1989) reported, explicit literacy activities do not alone influence achievement; "indirect factors including frequency of children's outings with adults, number of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities, and parental involvement with the schools [can have] a stronger effect on many aspects of reading and writing than... direct literacy activities" (p. 172).

Ultimately, educators should be asking how to draw upon parents to inform instruction, rather than asking how to transfer school practices into students' homes.

From a literature review by MK Hardaway, KDE literacy consultant and editor of this publication. Contact her at kay.hardaway@education.ky.gov

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Applications Available for the 2013-2014 Kentucky Reading Project

Premier professional development program addresses literacy education hot topics: Not your 'Grandma's' PD anymore!

The Kentucky Reading Project (KRP) is a professional development program that focuses on Senate Bill 1 (2009) mandates, Kentucky Core Academic Standards, college- and career-readiness preparation, and

formative assessments.

KRP is a yearlong graduate-level course centered on research-based reading instruction. It is taught by literacy faculty at each of the eight state universities. Teachers in grades K-5 may participate in KRP and will receive a stipend and graduate credit upon completing the course in May 2014. There is no cost to the participant or

the district.

The National Center for Family Literacy provides one day of training at each site. This initiative is directed by the Collaborative Center for Literacy Development (CCLD).

More than 3,000 educators have been trained in the 14 years since the program's inception.

Information and applications will be available on CCLD's website at www.kentuckyliteracy.org. You also may contact Cary Pappas at cary.pappas@uky.edu or (859) 257-6118.

COLLABORATIVE CENTER FOR
LITERACY
DEVELOPMENT

NEH Summer Institute for Teachers



Songs are like time capsules, filled with messages from a moment in history. They're also fun to sing, making them an appealing and effective tool for the classroom. The Center for American Music at the University of Pittsburgh (www.pitt.edu/~amerimus), in partnership with the Society for American Music (www.american-music.org), is offering a five-week summer institute for K-12 teachers.

"Voices Across Time: Teaching American History Through Song" will be held from June 24 to July 26, 2013, at the University of Pittsburgh. This Institute, funded by the National Endowment for the Humanities (NEH), will allow 25 secondary school teachers and three graduate students in education to explore topics in American history through the lens of music.

Here are a few of the comments from teachers who have attended previous Voices

Across Time institutes:

- "I don't think there is a day that goes by when I don't think of the five weeks [when] we shared a wonderful experience at the University of Pittsburgh. I know that working with all of you has made me a better teacher."
- "Voices Across Time demonstrated the appeal and power of interdisciplinary learning. The extensive curriculum developed by the Center for American Music is easily implemented at any level, with rich bibliographies to encourage further research."
- "It was a wonderful experience."

Each week during the Institute focuses on a broad topic in American history, using popular songs as primary source documents. Lectures and discussions led by historians and musicologists will help participants strengthen their knowledge of

particular historical topics and develop insights into the dynamic interaction of popular music and society. Carefully selected field trips (including the Rock and Roll Hall of Fame and Museum in Cleveland) along with historical live performances (by Alan Jabbour, and David and Ginger Hildebrand) will offer uniquely engaging evocations of an historical context.

Participation from middle- and high-school teachers of social studies or related disciplines, including history, geography and language arts, is encouraged. Other grade levels and disciplines also will be considered, and music teachers are welcome. Additional information, along with application materials, is available at www.library.pitt.edu/voicesacrosstime/index.html or e-mail at amerimus@pitt.edu (please indicate NEH Institute in the subject line). More information about the NEH and its programs is available at www.neh.gov.

Content Area Literacy Corner: ArtsLiteracy



The ArtsLiteracy Project has led innovative professional development for teachers around the world for more than a decade. ArtsLiteracy staff is available to work with teachers, schools, organizations, cultural institutions or school districts that are interested in developing innovative approaches for literacy development and arts integration. Their work is contextualized depending on the setting and the needs of partners.

The New York Times writes, "federal officials say, ArtsLitera-

cy has done well because of qualitative evidence that it has raised students' interest in reading and improved their public-speaking skills." Furthermore, an extensive three-year research project led by Rob Horowitz at the Center for Arts Education Research at Teachers College, Columbia University, found that ArtsLiteracy:

- develops students' abilities to understand and comprehend written texts
- helps students gain confidence in their ability to read, express

themselves and perform in front of others

- develops a "sense of community" in classrooms
- engages students through active, experiential learning
- gives students a sense of ownership of the learning process

In the case of students with lower literacy levels, ArtsLiteracy helps them to "become more fluent readers" as well as "helped fluent readers ... improve their reading." Horowitz found that "ArtsLit was particularly effective in engaging and

motivating English Language Learners."

Click [here](#) for a brochure. To learn more, visit www.artslit.org.

Click [here](#) to learn more about ArtsLiteracy's new book by Eileen Landay and Kurt Wootton that offers readers a comprehensive approach to literacy learning that brings academic content to life by linking literacy and the arts.

Technology Critique: www.teenink.com

What is it?

Teen Ink is a national teen magazine, book series and website devoted entirely to teenage writing, art, photos and forums. Students must be ages 13-19 to participate, register and/or submit work. There are no staff writers or artists – the publication relies entirely on submissions from teenagers. Writing includes all genres, even that fan fiction teens seems to love so much. Imagine how powerful it is for students to read authentic writing from their peers and to have a possible venue to publish their own work. In addition, the forums, reviews and other resources offered (such as guidance on college essays) are tailored to the needs and interests of teenagers.

Who? (grade level)

Secondary with some intermediate elementary applications (e.g., use as models).

Why? (purpose)

From teenink.com: “We offer teenagers the opportunity to publish their creative work and opinions on the issues that affect their lives – everything from love and family to teen smoking and community service. The foundation is devoted to helping teens share their own voices, while developing reading, writing, creative and critical-thinking skills. All proceeds from the print magazine, website and *Teen Ink* books are used exclusively for charitable and educational purposes to further our goals.”

How does it support literacy development?

In addition to providing a motivation (possible publication) and an authentic audience (peers) for their own writing, *Teen Ink* can provide model pieces for a variety of genres. Opinion pieces can surely spark lively debate, provide examples for argument analy-

sis and incite excitement for additional research. When searching for pieces demonstrating multiple perspectives, pairing an opinion piece from a teen with an opposing one from an adult could have interesting results. Further, video and art pieces can be paired with other texts for rich reading experiences and to connect the strands of literacy: reading, writing, speaking and listening.

Pitfalls?

There is a social aspect in the forums, chat and feedback areas, so students should know and practice internet safety and etiquette. As always, screen for appropriateness and be prepared to provide necessary guidance as these students write about serious and sometimes controversial issues. With any



Teen Ink
Magazine, website & books
written by teens since 1989

source of information, we want to encourage students to be critical consumers, so students should consider the author's purpose and engage in fact-checking. You have to join the website to submit work and get feedback, but it's free.

New Governor's School Announced

Gov. Steve Beshear has announced the creation of the Governor's School for Entrepreneurs (GSE). Based on the successful model of Kentucky's Governor's Scholars and the Governor's School for the Arts, GSE is a new initiative for high school students centered on innovation, creative thinking and entrepreneurship.

Increasingly, the ideas and innovations of young people are forming the economic future of our state and nation. By developing talent early and broadly, Kentucky can dramatically enhance job creation and improve the state's competi-

tive position by promoting innovation and entrepreneurial skills.

GSE is an immersive, hands-on summer experience similar to the other Governor's School programs. The inaugural program will be held in June 2013 at Georgetown College. Up to 50 students will be selected for the first summer.

The GSE selection process looks for students who thrive in an imaginative and innovative environment and function well on a team. Interested students should have a passion for breakthrough ideas and making a difference in one's

school, community or in the world.

During the summer program, participants will be grouped into “entrepreneurial teams.” Each team will develop and take an idea through the components of a business model – from product creation to getting the product into customers' hands.

Students will learn about company start-up and growth, product validation and design, product development and operations, marketing and sales, investment capital, and revenue models. They also will engage in and learn about the

dynamics of creative thinking and innovation, and learn the value of building a team.

At the end of the summer, some teams may be ready to launch an actual company or product. In addition to the summer program, GSE will participate in the Kentucky Department of Education's Student Technology Leadership Program.

Student applications are now available and are due by Feb. 15, 2013.

Application and more information about GSE is available at <http://gse.kstc.com>.



Governor's School for
Entrepreneurs

Letters About Literature Writing Contest for Young Readers

The Letters About Literature (LAL) writing contest for young readers challenges students to write a personal letter to an author of a fiction or nonfiction book that inspired them. The contest is open to students in grades 4-10.

LAL awards prizes on both the state and national levels. Each participating state center has its own panel of judges who select the top essayists in the state. State winners will receive cash

awards and advance to the national level judging. A panel of national judges for the Center for the Book in the Library of Congress will select one national winner per competition level to receive a \$1,000 cash award. The judges also will select one second-place winner on each competition level to receive a \$150 cash award.

Entries must be post-marked by Jan. 11, 2013
(and arrive at LAL Central no

later than Jan. 23, 2013). See the October/November of the [Literacy Link](#) or click [here](#) for guidelines, application and more information.

Visit the Kentucky LAL Web page [here](#).

LETTERS ABOUT LITERATURE
Letter Writing Contest 2013

Kentucky Literacy Celebration

The Collaborative Center for Literacy Development (CCLD) is gearing up for another exciting and successful Kentucky Literacy Celebration (KLC) Week! **The 2013 Kentucky Literacy Celebration will be held March 4-8, 2013.**

As a part of the pre-event festivities, it is posting daily tips

and/or activities to the KLC Facebook page at <http://www.facebook.com/pages/Kentucky-Literacy-Celebration/110903535651356>.

Please visit the KLC Facebook page to participate in the tips/activities.

If you would like to include a

tip/activity/resource that may be posted to the page, please e-mail it to erin.wobbekind@uky.edu.



Kentucky Sends Two Students to National Youth Storytelling Showcase

The Kentucky Youth Storytelling Association, a part of the Kentucky Storytelling Association, is proud to announce that two young storytellers from Kentucky have been selected to participate in the National Youth Storytelling Showcase in Orem, Utah on Feb. 6-9, 2013, as a part of the Timpanogos Storytelling Midwinter Event. Kentucky's state finalists are William Carson Latham III, an 8th-grader from Ockerman Middle School in Florence, and David Alexander Benning, a 7th-grader from Rosspoint Elementary School in Rosspoint.

According to National Direc-

tor Nannette Watts, "The selection process is difficult with so many fantastic and wonderful tellers. The judges had a fun time watching the videos and do so enjoy each and every teller. Each teller has gone through much preparation and a lot of effort to get to the point that they can represent their state. Being a state finalist is a huge accomplishment. There were 10 judges from across the nation who were impartial and had a really good eye as audience members, tellers, and story coaches. Their hearts are big and they only wish to help these young tellers. Rest assured, they were selected with great care and

they represented a nice spectrum of storytelling in our great nation."

These students competed with students from all over the United States. Only the students that attend this event will be considered Torchbearers. This is an outstanding feat for these talented young storytellers. Learn more about the festival at [http://](#)



Gilder Lehrman Institute's Teacher Seminars

Full-time K-12 history and English/language arts teachers are invited to apply for the Gilder Lehrman Institute's renowned Teacher Seminars. Led by eminent historians and held at major educational and historical institutions, these one-week interdisciplinary seminars give educators the opportunity to deepen their knowledge of topics in American history and literature while they gain practical resources and strategies to bring these subjects to life in the classroom.

This year, new coursework and focus will align seminar content with Common Core State Standards.

- Seminars are academically rigorous and intellectually rich.
- Two new Online Teacher Seminars feature daily live lectures by lead scholars, virtual field trips and real-time discussion.
- Books, room and board are included; teachers may commute if they prefer.

Each seminar is limited to 30 participants who are selected through a competitive application process. Check out their [seminar schedule](#) and [FAQs](#) for more information and to learn about full and partial fellowships, as well as graduate credit. To apply [click here](#).

Submission Deadline is Feb. 15, 2013.



NCTA Teaching About Asia Seminar

This spring, the East Asian Studies Center at Indiana University will hold a National Consortium for Teaching about Asia (NCTA) Teaching about Asia seminar in Louisville, Ky., and New Albany, Ind., for Kentucky and Indiana teachers.

Funded by the Freeman Foundation, the NCTA seminar is a no-cost professional development program for educators who are interested in learning about East Asian history and cultures. This 11-week/33-hour seminar provides a broad overview of the history and cultures of China, Japan and Korea, and gives participants the opportunity to discuss classroom applications and resources.

Benefits

Those who successfully complete the program will receive:

- a solid foundation for teaching about East Asia
- texts and resources on East Asia (\$200 value)
- the option to purchase three graduate credits

- from Indiana University
- a certificate of participation
- a \$300 grant to their school for the purchase of East Asian resources
- a \$500 personal stipend

Eligibility

First priority is given to middle school and high school teachers who are in the strongest positions to teach East Asia in their classes, but elementary educators also may apply. Highest priority is given to teachers of world geography, world history, world cultures, religion, economics and language arts/literature. Media specialists, art teachers, world language teachers, guidance counselors and Gifted and Talented teachers who are in a position to promote the sustained presence of Asia also are eligible to participate. In-service educators must be employed half-time or more in a K-12 public or private school to be eligible.

Time: Wednesdays, 6 – 9 p.m.

Dates: Jan 9 – Mar 20, 2013

Location: [CV 202, Indiana University Southeast](#) (Jan 9, Jan 16, Jan 23, Feb 6, Feb 13, Feb 27 & Mar 13) and [Crane House](#) (Jan 30, Feb 20, Mar 6 & Mar 20)

Instructor: Yu Shen, Ph.D.
History Program
Indiana University Southeast

The application form is available online at <http://www.indiana.edu/~easc/outreach/educators/seminar/documents/2013ApplicationForm.pdf>

The application deadline is **Dec. 17, 2012** or until the seminar is full. For more details, see <http://www.iu.edu/~easc/outreach/educators/seminar/index.shtml>



Great Things are Happening in PRIME TIME!

As a follow-up to last month's article regarding the award-winning family literacy program called PRIME TIME FAMILY READING TIME, the Kentucky Humanities Council is pleased to share with readers the 2013 list of libraries where these programs will take place.

If you didn't catch the last newsletter, here is a brief overview of what PRIME TIME is all about:

PRIME TIME is an inter-generational family literacy program that uses the humanities as a tool to create excitement about reading. Combining award-winning children's books with humanities themes and open discussion, PRIME TIME connects literature to the real world for participating families. The program targets families with low-income, low-literacy skills and limited or no English language abilities. It engages parents and/or caregivers and their 6- to 10-year-old children who are at risk due to poor reading ability. All programs are free and open to the public and held in public libraries across the state. To date, PRIME TIME programs have been able to encourage reading through 132 six-week programs, in 63 Kentucky counties with a total attendance surpassing 29,000.

Where are PRIME TIME programs happening in 2013?

Allen County Public Library
3/21/13 – 4/25/13
106 W. Public Square
Scottsville, KY 42164
(270) 237-3861

Letcher County Library Book-mobile
03/21/13 – 04/25/13
220 Main Street
Whitesburg, KY 41858
(606) 634-7548

William B. Harlan Memorial Library
4/2/13 – 5/7/13
500 W. Fourth Street
Tompkinsville, KY 42167
(270) 487-5301

Johnson County Public Library
5/21/13 – 6/25/13
444 Main Street
Paintsville, KY 41240
(606) 789-4355

Nelson County Public Library – Main
06/11/13 – 07/16/13
201 Cathedral Manor
Bardstown, KY 40004
(502) 348-3714

Lewis County Public Library
June-July
27 Third Street
Vanceburg, KY 41179
(606) 796-2532

Louisville Free Public Library – Newburg Branch
07/01/13 – 08/05/13
4800 Exeter Avenue
Louisville, KY 40218
(502) 479-6160

Lincoln County Public Library
8/22/13 – 9/26/13
201 Lancaster Street
Stanford, KY 40484
(606) 365-7513

Corbin Public Library
9/5/13 – 10/10/13
215 Roy Kidd Avenue
Corbin, KY 40701
606-528-6366

Nelson County Public Library – Bloomfield
10/1/13 – 11/5/13
34 Arnold Lane
Bloomfield, KY 40008
(502) 252-9129

Louisville Free Public Library – Western Branch
October-November
604 S. 10th Street
Louisville, KY
(502) 574-1779

Gallatin County Public Library
10/7/13 – 11/11/13
209 W. Third Street
Warsaw, KY 41095
(859) 567-2786

Garrard County Public Library
10/15/13 – 11/19/13
101 Lexington Street
Lancaster, KY 40444
(859) 792-3424

Louisville Free Public Library – Southwest Branch
11/5/13 – 12/10/13
10375 Dixie Highway
Louisville, KY 40272
(502) 933-0029

Breckinridge County Public Library
November-December
308 Old Hwy 60
Hardinsburg, KY 40143
(270) 756-2323

Sites and dates are subject to change. Contact the library for registration information.

If you would like to know more about these quality literacy events that have been lauded by national organizations for their excellence in the advancement of literacy, please visit

www.kyhumanities.org or contact any of the libraries listed above to confirm dates for their PRIME TIME programs.

The Kentucky Humanities Council Inc. is an independent, non-profit affiliate of the National Endowment for the Humanities in Washington, D.C. The council is supported by the NEH and by private contributions. While the council is not a state agency, it works in partnership with Kentucky's arts, cultural and educational agencies.



KCTE/LA Annual Conference

The Kentucky Council of Teachers of English/Language Arts (KCTE/LA) will be holding its annual conference on Friday and Saturday, Feb. 22 and 23, 2013. Titled "Exploring Literacy and the Common Core Standards," the 77th anniversary conference will be held at the RiverCenter Marriott, in Covington.

Featured speakers include George Ella Lyon (the Kentucky author of the world-famous *Where I'm From* poem), Sara Kadjer (author of *Bringing the Outside In: Visual Ways of Engaging Reluctant Readers* and *The Tech Savvy English Classroom*), and Kentucky Education Commissioner Terry Holliday, among others.

To register for the conference, go to <http://conference.kcte.org/>.



More information can be found at www.kcte.org or by e-mailing conference@kcte.org.

New Common Core Resources Available

Student Achievement Partners has released a series of free [Professional Development Modules](#) to support teachers, principals and others educators and leaders in their transition to the Common Core State Standards. Each module is designed as a "ready-to-use" toolkit and contains:

- Facilitator's Guide to delivering the module
- PowerPoint presentation (with and without facilitator notes)
- hands-on activities, including handouts
- videos, Web resources and other materials

These modules are free and can be adapted to best suit local needs. Feedback on these modules can be sent directly to pdmodulefeedback@achievethecore.org.

[Student Achievement Partners](#) is a non-profit founded by three of the lead authors of the Common Core State Standards devoted to accelerating student achievement by all students by supporting effective implementation of the Common Core.

The seven modules now available are:

- ***New* Why the Com-**

mon Core? How these Standards are Different:

An overview of the background information necessary to understand why the Common Core State Standards were developed and how they are different from previous standards we have seen.

- **Introduction to the ELA/Literacy Shifts:** An introduction to the key shifts required by the Common Core State Standards for English Language Arts and Literacy.
- ***New* Introduction to the Literacy Shifts in the Content Areas:** An introduction to the key shifts required by the Common Core State Standards for English/language arts and literacy, specifically in the content areas (social studies, science, arts, etc.).
- **Understanding Text-Dependent Questions:** A resource for strengthening educators' understanding of how text-dependent questions support the key shifts called for by the Common Core State Standards for ELA/Literacy.
- **Introduction to the Math Shifts:** An introduc-

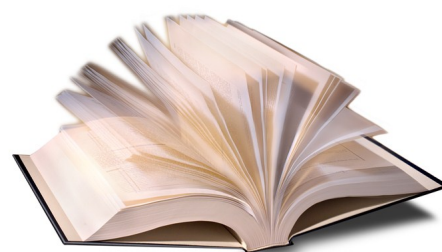
tion to the key shifts required by the Common Core State Standards for Mathematics.

- ***New* Deep Dive into the Math Shifts:** A deeper dive into the math shifts for those familiar with the shifts required by the Common Core State Standards for Mathematics.
- **Instructional Leadership and the Common Core:** A guide for school-level instructional leaders for starting the work of implementing the Common Core in their school.

Visit www.achievethecore.org for more information.

"Education's purpose is to replace an empty mind with an open one."

– Malcolm Forbes





Help

Your contributions of ideas and lessons that work are welcome. E-mail kay.hardaway@education.ky.gov to submit. Your submissions may be included in the *Literacy Link* to help connect teachers across the state by sharing ideas, insights and best practices.

Access this and past *Literacy Links* on KDE's website:
[Click Here](#)



If you have questions or concerns, we want to help. Contact:

- Cindy Parker – Literacy Coordinator – cindy.parker@education.ky.gov
- MK Hardaway – Literacy Consultant – kay.hardaway@education.ky.gov
- Kelly Clark – Literacy Consultant – kelly.clark@education.ky.gov
- Jackie Rogers – Literacy Consultant – jackie.rogers@education.ky.gov
- Teresa Rogers – Literacy Consultant – teresa.rogers@education.ky.gov
- Pamela Wininger – Literacy Consultant – pamela.wininger@education.ky.gov



Follow us on twitter!

- ♦ Terry Holliday – [@kycommissioner](https://twitter.com/@kycommissioner)
- ♦ KDE – [@KyDeptofEd](https://twitter.com/@KyDeptofEd)

Feedback from the Field

We love to hear from you. Your feedback helps us to tailor the Link to best meet the needs of teachers. Tell us how you're using it. Tell us how you'd like to use it. Tell us what you want to see more or less of. We want to hear from you!

E-mail MK Hardaway at kay.hardaway@education.ky.gov

"You are doing a wonderful job – great information and resources!"

– Cary P.

"Thanks so much for including AdLit.org in this month's issue! You have a great newsletter."

– Rachael W.

"I continue to enjoy reading the *Literacy Link*. You do a great job making it interesting, but full of important and helpful information."

– Sharon T.



Additional Reading and Other Resources

- Questions about the accountability model or program reviews? Commissioner Terry Holliday clarified many key points in his November Superintendent's Monthly Webcast. The PowerPoint is available [here](#).
- Released K-PREP math, reading and on-demand writing items with annotations and instructional resources are available [here](#).
- Pearson and Penguin offer free online access to a library of both literary and informational children's books at <http://www.wegivebooks.org/books>
- Check out this [article](#) by Common Core authors Sue Pimentel and David Coleman on the role of fiction in the secondary ELA classroom.
- Visit <http://www.familit.org/free-resources/> for more resources to support family literacy

